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ABSTRACT

An evaluation was made of the impact on fifth grade pupils of an additional input of resources and materials related to the humanities area. Teacher perception of the project indicated that this enrichment increased pupil conception of the time sequence of historical events and helped students to a better understanding of minority groups. A key person in the project, the librarian at the media center, also saw positive value in the project for the students, motivating them to increase their use of materials and making them more aware of the humanities areas as affected by the geography and/or history of a period. Each teacher in the project used a slightly different approach, and each unit was handled differently by each teacher. The pupil reaction forms, as measured by the locally developed instrument, showed significant changes in the area of music, which the teachers also perceived to be the most successful part of the correlation process. The forms used in the evaluation are appended. (MF)

ED046216

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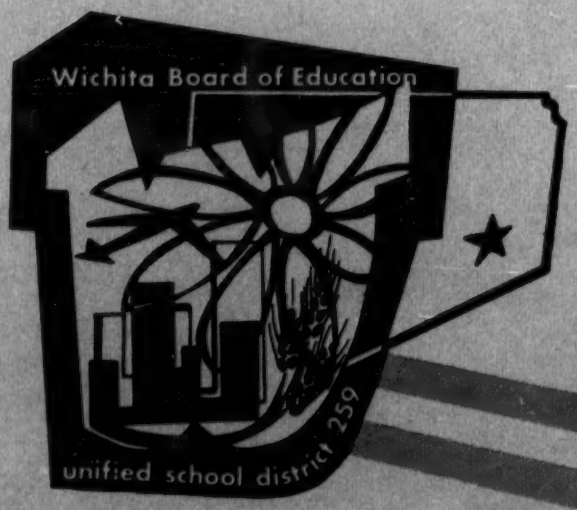
**Wichita Public Schools**

**Wichita, Kansas**

# *Research and Information Services Division*




**1969-70**

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ED046216

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# ESEA TITLE II EVALUATION REPORT

# STEARMAN DEMONSTRATION LIBRARY MEDIA CENTER
# PHASE TWO

Project No. 69284

Submitted to the State Department of Public Instruction
ESEA Title II

Prepared by
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Research and Information Services Division
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July, 1970

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STEARMAN DEMONSTRATION LIBRARY

MEDIA CENTER PROJECT

PHASE TWO

## Introduction

Phase two of the Stearman Demonstration Library and Media Center Project was designed to support and enrich that part of the fifth grade social studies program which pertains to the study of the United States. The approach used was an elementary education approach to the humanities. The study of the people and culture of a given period of United States history and/or geography was correlated with the art, music, dance, drama, and literature of the period and locality. Contributions of the various ethnic groups were included in an attempt to develop an international community understanding.

## Project Objectives

1. To provide an in-depth correlation of the humanities with social studies projects related to the study of the United States.
2. To identify humanities media which may be integrated with the social studies field.
3. To discover the effects of an abundance of appropriate library resources in the social studies - humanities program in the enhancement of the child's understanding of literature, music, art, drama, and dance as related to social studies.

## Procedures

The Wichita Fifth Grade Social Studies Curriculum Guide was used as a content base. Humanities media were identified which could be correlated with the social studies area involvement in the project. Professional selection aides assisted the Stearman staff in selection for purchase of those materials for which the total cost of materials was within the total budgeted amount. Some of the materials purchased necessitated the expansion of the cataloging and retrieval system in use for library materials. All project materials were processed through the Library Technical Procedures Department of the Wichita Public Schools.

Fifth grade pupils were exposed to the additional media for a period of one semester in an attempt to see if this approach had any effect on the pupils knowledge and attitude as related to the social studies - humanities program. This additional exposure occurred only during the second semester of the 1969-70 school year at Stearman Elementary School.

The school principal managed the project with assistance of an advisory committee composed of local school personnel.

## Evaluation Strategy

The primary factors considered in the project evaluation were the stated objectives in the project. Descriptive material was obtained from several sources; among these were: (1) curriculum guides, (2) project material lists, (3) pupil records, (4) staff interviews, (5) pupil activity logs, (6) teacher lesson and/or unit plans, and

(7) the project proposal.

Pupil checklists of project and other media used at random points in time were used to determine the usage effect on pupils during the project period. It was concluded early in the project that there were no appropriate standardized instruments to measure the growth in pupil knowledge covering the content of material utilized in the project. A locally constructed instrument was developed in an attempt to measure interest in areas related to the activities involved in the project. The instrument for interest areas entitled, "What I Like and Enjoy Doing" was used on the pretest-posttest basis. A copy of this instrumnet and IBM answer sheet can be found in Appendix A.

Reactions concerning the value of the program and pupil progress were obtained by structured interviews with the Stearman staff. A list of interview questions used with the staff can be found in Appendix A.

## Presentation of Pupil Data and Results

Three classrooms in Wichita's Stearman Elementary School were involved in the Media Center Project. The pupils involved were all fifth grade level. Two of the three classrooms contained all fifth grade pupils (30 each) and the third classroom was a combination fifth and sixth grade room with 18 fifth grade pupils. The following table provides further information regarding the pupils involved in the project.

TABLE I

PROJECT PUPIL INFORMATION

| | |
|---|---|
| Number of pupils | 78 |
| Number of males | 38 |

TABLE I (Cont'd)

| | |
|---|---|
| Number of females | 40 |
| Average chronological age at the beginning of the project period | 10 years 8 months |
| Range of chronological age at the beginning of the project period | 10 years 1 month to 11 years 4 months |
| Race | All Caucasian |

Pupil activity in terms of media usage was monitored by using a devised checklist on 14 randomly selected days during the project. The checklist included space for the pupils to identify which of 11 kinds of resource materials was used, where it was used, the approximate amount of time each item was used, and four categories of the purpose for which the material was used. A copy of the pupil checklist can be found in Appendix A.

The randomly selected days used for the pupils to fill out the checklist were in the following categories: (1) four days in February, (2) five days in March, (3) three days in April, (4) two days in May, (5) three Mondays, (6) four Tuesdays, (7) four Wednesdays, (8) two Thursdays, and (9) one Friday.

Pupil checklists were tallied by class and by sex within each class for frequency of type and location of media used, the approximate time used, and the frequency of the purpose of use. The following table shows the total frequencies for all three classes by date utilized.

TABLE II

TOTAL PUPIL RESPONSE FREQUENCIES OF MEDIA USAGE
ON FOURTEEN RANDOM DAYS

Date
2-12-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 min. | Assign-ment | Self-Study | Group Project | Individual Project |
| 1. Book | 43 | 6 | 18 | 9 | 12 | 7 | 3 | 16 | 29 | 3 | 1 |
| 2. Reference book | 13 | 7 | 8 | 6 | 4 | 2 | 0 | 3 | 9 | 3 | 5 |
| 3. Disc recording | 157 | 11 | 0 | 46 | 55 | 15 | 51 | 40 | 1 | 127 | 0 |
| 4. Tape recording | 1 | 30 | 0 | 16 | 12 | 2 | 1 | 1 | 5 | 24 | 1 |
| 5. Art print | 10 | 0 | 8 | 2 | 0 | 0 | 0 | 0 | 9 | 1 | 0 |
| 6. 8mm. loop film | 1 | 18 | 7 | 9 | 3 | 0 | 0 | 0 | 17 | 1 | 1 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Filmstrip | 31 | 24 | 6 | 15 | 4 | 1 | 0 | 4 | 18 | 31 | 2 |
| 10. Sound filmstrip | 56 | 8 | 0 | 0 | 33 | 28 | 3 | 26 | 5 | 29 | 1 |
| 11. Realia | 18 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 0 |
| 12 Pamphlets and Newspapers* | 29 | 0 | 0 | 27 | 2 | 0 | 0 | 0 | 0 | 29 | 0 |

*One class included this as an additional category.

TABLE II
(Continued)

Date
2-16-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 85 | 41 | 16 | 13 | 37 | 57 | 3 | 33 | 33 | 57 | 4 |
| 2. Reference book | 44 | 9 | 5 | 19 | 21 | 6 | 3 | 7 | 12 | 26 | 11 |
| 3. Disc recording | 42 | 18 | 1 | 23 | 11 | 12 | 14 | 13 | 0 | 43 | 3 |
| 4. Tape recording | 0 | 11 | 0 | 0 | 9 | 2 | 1 | 4 | 3 | 1 | 3 |
| 5. Art print | 5 | 1 | 0 | 3 | 3 | 0 | 0 | 1 | 4 | 4 | 0 |
| 6. 8mm. loop film | 0 | 3 | 1 | 1 | 1 | 0 | 0 | 0 | 3 | 1 | 0 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 24 | 14 | 0 | 6 | 32 | 0 | 0 | 1 | 1 | 30 | 1 |
| 9. Filmstrip | 1 | 4 | 2 | 2 | 0 | 1 | 0 | 0 | 4 | 0 | 1 |
| 10. Sound filmstrip | 72 | 27 | 1 | 0 | 4 | 56 | 18 | 0 | 1 | 74 | 2 |
| 11.. Realia | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 |
| 12. Pamphlets and Newspapers* | 2 | 18 | 4 | 3 | 11 | 2 | 0 | 0 | 1 | 1 | 18 |

*One class included this as an additional category.

**TABLE II**
**(Continued)**

**Date**
**2-25-70**

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 35 | 7 | 3 | 18 | 15 | 3 | 4 | 6 | 6 | 24 | 2 |
| 2. Reference book | 55 | 20 | 2 | 3 | 28 | 31 | 11 | 42 | 6 | 25 | 2 |
| 3. Disc recording | 30 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 0 | 30 | 0 |
| 4. Tape recording | 30 | 0 | 0 | 0 | 30 | 0 | 0 | 0 | 0 | 30 | 0 |
| 5. Art print | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| 6. 8mm. loop film | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Filmstrip | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10. Sound Filmstrip | 59 | 2 | 0 | 1 | 3 | 28 | 29 | 2 | 0 | 58 | 1 |
| 11. Realia | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 |

TABLE II
(Continued)

Date
2-26-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 32 | 4 | 1 | 27 | 3 | 3 | 3 | 4 | 7 | 24 | 1 |
| 2. Reference book | 60 | 5 | 6 | 27 | 32 | 0 | 0 | 28 | 4 | 33 | 0 |
| 3. Disc recording | 17 | 0 | 0 | 1 | 16 | 0 | 0 | 0 | 0 | 17 | 0 |
| 4. Tape recording | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. Art print | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6. 8mm. loop film | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Filmstrip | 1 | 7 | 1 | 2 | 4 | 1 | 0 | 0 | 7 | 0 | 1 |
| 10. Sound filmstrip | 30 | 5 | 0 | 0 | 32 | 2 | 1 | 0 | 3 | 31 | 1 |
| 11. Realia | 0 | 4 | 0 | 0 | 0 | 2 | 2 | 4 | 0 | 0 | 0 |

TABLE II
(Continued)

Date
3-9-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 7 | 9 | 2 | 7 | 2 | 2 | 4 | 8 | 2 | 1 | 5 |
| 2. Reference book | 50 | 22 | 7 | 11 | 6 | 33 | 9 | 2 | 6 | 43 | 20 |
| 3. Disc recording | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Tape recording | 28 | 4 | 0 | 2 | 28 | 0 | 2 | 28 | 1 | 3 | 0 |
| 5. Art print | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6. 8mm. loop film | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Filmstrip | 0 | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 3 | 0 | 0 |
| 10. Sound filmstrip | 55 | 0 | 0 | 0 | 30 | 24 | 1 | 1 | 1 | 53 | 0 |
| 11. Realia | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |

TABLE II
(Continued)

Date
3-18-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 30 | 1 | 1 | 0 | 28 | 0 | 1 | 1 | 2 | 26 | 1 |
| 2. Reference book | 78 | 8 | 3 | 66 | 7 | 6 | 7 | 8 | 11 | 65 | 5 |
| 3. Disc recording | 47 | 0 | 0 | 24 | 23 | 0 | 0 | 0 | 0 | 47 | 0 |
| 4. Tape recording | 58 | 12 | 0 | 10 | 58 | 2 | 0 | 0 | 4 | 66 | 0 |
| 5. Art print | 13 | 7 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 20 | 0 |
| 6. 8mm. loop film | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7. Transparency | 31 | 0 | 28 | 3 | 0 | 0 | 0 | 27 | 3 | 1 | 0 |
| 8. Slides | 19 | 0 | 0 | 0 | 2 | 2 | 15 | 0 | 1 | 16 | 2 |
| 9. Filmstrip | 57 | 8 | 1 | 58 | 4 | 2 | 0 | 5 | 4 | 56 | 0 |
| 10. Sound filmstrip | 1 | 3 | 0 | 1 | 1 | 1 | 1 | 2 | 2 | 0 | 0 |
| 11. Realia | 27 | 2 | 23 | 2 | 1 | 2 | 1 | 2 | 1 | 26 | 0 |

TABLE II
(Continued)

Date
3-20-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 46 | 4 | 3 | 3 | 30 | 9 | 4 | 8 | 7 | 33 | 1 |
| 2. Reference book | 28 | 0 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 0 |
| 3. Disc recording | 25 | 15 | 0 | 3 | 12 | 25 | 0 | 15 | 0 | 25 | 0 |
| 4. Tape recording | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 5. Art print | 2 | 27 | 0 | 0 | 0 | 28 | 0 | 0 | 3 | 25 | 0 |
| 6. 8mm. loop film | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7. Transparency | 27 | 0 | 0 | 12 | 14 | 0 | 0 | 0 | 0 | 27 | 0 |
| 8. Slides | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Filmstrip | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10. Sound filmstrip | 26 | 0 | 0 | 0 | 0 | 1 | 25 | 0 | 0 | 26 | 0 |
| 11. Realia | 58 | 2 | 31 | 24 | 2 | 3 | 0 | 0 | 5 | 53 | 0 |

TABLE II
(Continued)

Date
3-24-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 34 | 1 | 1 | 29 | 28 | 0 | 3 | 0 | 13 | 30 | 0 |
| 2. Reference book | 12 | 9 | 4 | 5 | 5 | 2 | 6 | 9 | 8 | 2 | 2 |
| 3. Disc recording | 56 | 1 | 0 | 2 | 54 | 1 | 0 | 0 | 1 | 55 | 0 |
| 4. Tape recording | 58 | 0 | 0 | 0 | 2 | 56 | 0 | 0 | 0 | 58 | 0 |
| 5. Art print | 14 | 0 | 7 | 4 | 2 | 0 | 1 | 0 | 13 | 0 | 1 |
| 6. 8mm. loop film | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 25 | 0 | 1 | 22 | 2 | 0 | 0 | 0 | 0 | 25 | 0 |
| 9. Filmstrip | 4 | 1 | 1 | 1 | 2 | 1 | 0 | 2 | 0 | 3 | 0 |
| 10. Sound filmstrip | 58 | 0 | 0 | 1 | 24 | 32 | 1 | 0 | 0 | 58 | 0 |
| 11. Realia | 1 | 3 | 2 | 2 | 2 | 0 | 0 | 1 | 1 | 1 | 1 |

TABLE II
(Continued)

Date
3-31-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 30 | 19 | 7 | 9 | 30 | 2 | 0 | 0 | 10 | 25 | 14 |
| 2. Reference book | 66 | 37 | 8 | 62 | 17 | 8 | 4 | 14 | 7 | 54 | 25 |
| 3. Disc recording | 58 | 0 | 27 | 27 | 3 | 1 | 0 | 0 | 0 | 58 | 0 |
| 4. Tape recording | 0 | 30 | 26 | 4 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| 5. Art print | 7 | 1 | 6 | 0 | 2 | 0 | 0 | 0 | 8 | 0 | 0 |
| 6. 8mm. loop film | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7. Transparency | 25 | 0 | 1 | 25 | 1 | 0 | 0 | 1 | 0 | 26 | 0 |
| 8. Slides | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Filmstrip | 9 | 13 | 6 | 4 | 5 | 4 | 1 | 7 | 2 | 1 | 8 |
| 10. Sound Filmstrip | 70 | 0 | 2 | 3 | 62 | 3 | 1 | 15 | 0 | 55 | 0 |
| 11. Realia | 25 | 6 | 26 | 2 | 2 | 0 | 2 | 5 | 2 | 24 | 0 |
| 12. Pamphlets and Newspapers* | 29 | 6 | 32 | 0 | 3 | 0 | 0 | 0 | 0 | 28 | 6 |

*One class included this as an additional category.

TABLE II
(Continued)

Date
4-8-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 63 | 17 | 11 | 35 | 31 | 1 | 2 | 1 | 11 | 48 | 11 |
| 2. Reference book | 65 | 7 | 5 | 59 | 9 | 0 | 0 | 5 | 6 | 55 | 6 |
| 3. Disc recording | 28 | 0 | 0 | 28 | 0 | 0 | 0 | 0 | 0 | 28 | 0 |
| 4. Tape recording | 55 | 0 | 24 | 5 | 26 | 0 | 0 | 0 | 1 | 54 | 0 |
| 5. Art print | 9 | 0 | 5 | 4 | 0 | 0 | 0 | 5 | 4 | 0 | 0 |
| 6. 8mm. loop film | 1 | 17 | 9 | 2 | 3 | 2 | 1 | 3 | 11 | 1 | 2 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Filmstrip | 44 | 3 | 1 | 47 | 3 | 3 | 1 | 3 | 6 | 43 | 2 |
| 10. Sound filmstrip | 27 | 12 | 0 | 5 | 33 | 1 | 4 | 1 | 6 | 30 | 1 |
| 11. Realia | 52 | 2 | 21 | 9 | 24 | 0 | 0 | 2 | 20 | 26 | 6 |

TABLE II
(Continued)

Date
4-15-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 43 | 3 | 7 | 5 | 31 | 1 | 1 | 1 | 5 | 29 | 9 |
| 2. Reference book | 34 | 7 | 13 | 4 | 24 | 0 | 0 | 3 | 3 | 27 | 6 |
| 3. Disc recording | 27 | 1 | 26 | 0 | 2 | 0 | 0 | 0 | 1 | 27 | 0 |
| 4. Tape recording | 30 | 41 | 1 | 7 | 60 | 4 | 0 | 19 | 5 | 49 | 4 |
| 5. Art print | 50 | 5 | 52 | 3 | 1 | 0 | 0 | 9 | 15 | 34 | 2 |
| 6. 8mm. loop film | 2 | 36 | 28 | 12 | 1 | 1 | 0 | 1 | 29 | 9 | 9 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Filmstrip | 5 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| 10. Sound filmstrip | 83 | 5 | 0 | 1 | 3 | 29 | 47 | 1 | 2 | 73 | 2 |
| 11. Realia | 3 | 1 | 1 | 0 | 0 | 0 | 3 | 0 | 1 | 3 | 0 |

TABLE II
(Continued)

Date
4-28-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 34 | 0 | 2 | 29 | 2 | 1 | 0 | 2 | 2 | 29 | 1 |
| 2. Reference book | 34 | 15 | 12 | 8 | 15 | 9 | 3 | 16 | 5 | 3 | 11 |
| 3. Disc recording | 28 | 2 | 1 | 5 | 19 | 5 | 1 | 1 | 3 | 25 | 1 |
| 4. Tape recording | 37 | 3 | 0 | 1 | 36 | 3 | 0 | 0 | 2 | 37 | 1 |
| 5. Art print | 0 | 6 | 3 | 1 | 1 | 0 | 0 | 1 | 2 | 0 | 1 |
| 6. 8mm. loop film | 1 | 11 | 7 | 2 | 2 | 0 | 0 | 3 | 6 | 0 | 1 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 18 | 0 | 0 | 18 | 0 | 0 | 0 | 0 | 0 | 18 | 0 |
| 9. Filmstrip | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10. Sound filmstrip | 1 | 19 | 1 | 2 | 3 | 12 | 2 | 13 | 4 | 1 | 1 |
| 11. Realia | 1 | 3 | 2 | 2 | 0 | 1 | 0 | 0 | 3 | 2 | 0 |
| 12. Pamphlets and Newspapers* | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

*One classroom included this as an additional category.

TABLE II
(Continued)

Date
5-11-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 38 | 11 | 3 | 9 | 6 | 29 | 2 | 2 | 5 | 18 | 24 |
| 2. Reference book | 57 | 20 | 5 | 43 | 11 | 5 | 4 | 13 | 0 | 30 | 25 |
| 3. Disc Recording | 63 | 28 | 52 | 5 | 5 | 2 | 31 | 25 | 4 | 52 | 3 |
| 4. Tape recording | 9 | 5 | 0 | 0 | 9 | 4 | 1 | 1 | 3 | 9 | 0 |
| 5. Art print | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 0 |
| 6. 8mm. loop film | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 7. Transparency | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| 8. Slides | 38 | 55 | 3 | 34 | 1 | 0 | 43 | 1 | 0 | 80 | 0 |
| 9. Filmstrip | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 10. Sound filmstrip | 0 | 6 | 0 | 0 | 1 | 4 | 1 | 2 | 2 | 2 | 0 |
| 11. Realia | 15 | 30 | 34 | 5 | 1 | 4 | 0 | 1 | 10 | 31 | 2 |

TABLE II
(Continued)

Date
5-12-70

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 Min. | Assign-ment | self-study | Group Project | Individual Project |
| 1. Book | 24 | 17 | 5 | 13 | 10 | 9 | 3 | 25 | 3 | 0 | 3 |
| 2. Reference book | 60 | 13 | 26 | 33 | 6 | 3 | 4 | 1 | 7 | 49 | 15 |
| 3. Disc recording | 38 | 0 | 0 | 27 | 5 | 6 | 0 | 4 | 0 | 34 | 0 |
| 4. Tape recording | 31 | 5 | 0 | 2 | 1 | 33 | 0 | 3 | 3 | 30 | 0 |
| 5. Art print | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| 6. 8mm. loop film | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 7. Transparency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Slides | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Filmstrip | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10. Sound filmstrip | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 3 | 1 | 0 |
| 11. Realia | 43 | 6 | 14 | 31 | 2 | 0 | 0 | 3 | 7 | 37 | 1 |

Examination of the 14 dates shown in Table II revealed that all listed types of media resources were used, both in the classroom and in the media center. The items indicated as more frequently used in the classroom in order were: (1) reference books, (2) disc recordings, (3) books, and (4) sound filmstrips. Items indicated as most frequently used in the media center in order were: (1) reference books, (2) tape recordings, (3) books, and (4) sound filmstrips. The items indicated as least frequently used were: (1) in the classroom, 8mm. loop films and (2) in the media center, transparencies. Depending on the item and the purpose, the most frequently indicated amount of time in which the items were used ranged from five to 20 minutes. Indicated purpose of use frequencies were the largest in the group project area. These probably included both small group work as well as presentations by the teacher to the class as a group. Indicated frequencies for the purpose of use of the media for the 14 days selected were: (1) assignment, 576 (13.2%), (2) self-study, 525 (12.0%), (3) group project, 2950 (67.7%), and (4) individual project, 309 (7.1%).

Frequencies indicated by sex per classroom were examined but not tabled. These frequencies indicated no apparent differences in usage by boys or girls.

A locally constructed instrument was developed to provide information regarding the pupils' interests and attitudes. A pool of 59 statements was devised which included statements about activities which could be used or were related to the classwork or activities included in the project format. Nineteen of the items were randomly discarded in order to make use of the IBM answer sheet which contained 40

response spaces. Pupils were instructed to mark only one of five responses. Reactions requested were one of the following: (1) strongly agree, (2) agree, (3) uncertain, (4) disagree, and (5) strongly disagree.

Seventy-eight pupils marked pretest and posttest reactions to the forty statements. The time interval between reactions was 15 weeks. The following tables show the number and percent of responses to the 40 items on both the pretest and posttest.

TABLE III

WHAT I LIKE AND ENJOY DOING
Pretest

N = 78

| Item Number | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Uncertain | | Disagree | | Strongly Disagree | |
| | # | % | # | % | # | % | # | % | # | % |
| 1 | 7 | 8 | 41 | 52 | 14 | 17 | 12 | 15 | 3 | 3 |
| 2 | 10 | 12 | 49 | 62 | 12 | 15 | 5 | 6 | 2 | 2 |
| 3 | 5 | 6 | 13 | 16 | 20 | 25 | 17 | 21 | 23 | 29 |
| 4 | 20 | 25 | 40 | 51 | 9 | 11 | 7 | 8 | 1 | 1 |
| 5 | 4 | 5 | 10 | 12 | 24 | 30 | 32 | 41 | 8 | 10 |
| 6 | 23 | 29 | 22 | 28 | 9 | 11 | 16 | 20 | 8 | 10 |
| 7 | 18 | 23 | 32 | 41 | 14 | 17 | 12 | 15 | 2 | 2 |
| 8 | 34 | 43 | 32 | 41 | 8 | 10 | 3 | 3 | 1 | 1 |
| 9 | 30 | 38 | 28 | 35 | 6 | 7 | 9 | 11 | 4 | 5 |
| 10 | 7 | 8 | 15 | 19 | 21 | 26 | 21 | 26 | 12 | 15 |
| 11 | 21 | 26 | 28 | 35 | 22 | 28 | 4 | 5 | 3 | 3 |
| 12 | 14 | 17 | 7 | 8 | 7 | 8 | 10 | 12 | 40 | 51 |

TABLE III (Cont'd)

| Item Number | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Uncertain | | Disagree | | Strongly Disagree | |
| | # | % | # | % | # | % | # | % | # | % |
| 13 | 10 | 12 | 32 | 41 | 17 | 21 | 13 | 16 | 6 | 7 |
| 14 | 17 | 21 | 40 | 51 | 17 | 21 | 4 | 5 | 0 | 0 |
| 15 | 6 | 7 | 9 | 11 | 31 | 39 | 24 | 30 | 8 | 10 |
| 16 | 8 | 10 | 27 | 34 | 25 | 32 | 9 | 11 | 9 | 11 |
| 17 | 16 | 20 | 26 | 33 | 15 | 19 | 13 | 16 | 7 | 8 |
| 18 | 12 | 15 | 49 | 62 | 11 | 14 | 5 | 6 | 1 | 1 |
| 19 | 15 | 19 | 39 | 50 | 17 | 21 | 6 | 7 | 0 | 0 |
| 20 | 39 | 50 | 29 | 37 | 5 | 6 | 5 | 6 | 0 | 0 |
| 21 | 12 | 15 | 33 | 42 | 16 | 20 | 16 | 20 | 1 | 1 |
| 22 | 26 | 33 | 29 | 37 | 15 | 19 | 7 | 8 | 1 | 1 |
| 23 | 4 | 5 | 21 | 26 | 14 | 17 | 21 | 26 | 18 | 23 |
| 24 | 20 | 25 | 25 | 32 | 22 | 28 | 9 | 11 | 2 | 2 |
| 25 | 17 | 21 | 26 | 33 | 22 | 28 | 9 | 11 | 4 | 5 |
| 26 | 6 | 7 | 8 | 10 | 21 | 26 | 26 | 33 | 16 | 20 |
| 27 | 44 | 56 | 22 | 28 | 6 | 7 | 3 | 3 | 3 | 3 |
| 28 | 11 | 14 | 29 | 37 | 23 | 29 | 14 | 17 | 1 | 1 |
| 29 | 26 | 33 | 17 | 21 | 14 | 17 | 9 | 11 | 12 | 15 |
| 30 | 17 | 21 | 30 | 38 | 17 | 21 | 11 | 14 | 3 | 3 |
| 31 | 16 | 20 | 11 | 14 | 7 | 8 | 11 | 14 | 33 | 42 |
| 32 | 13 | 16 | 34 | 43 | 19 | 24 | 11 | 14 | 1 | 1 |
| 33 | 5 | 6 | 15 | 19 | 14 | 17 | 16 | 20 | 28 | 35 |
| 34 | 14 | 17 | 9 | 11 | 15 | 19 | 17 | 21 | 23 | 29 |

TABLE III (Cont'd)

| Item Number | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Uncertain | | Disagree | | Strongly Disagree | |
| | # | % | # | % | # | % | # | % | # | % |
| 35 | 5 | 6 | 24 | 30 | 27 | 34 | 14 | 17 | 7 | 8 |
| 36 | 16 | 20 | 30 | 38 | 23 | 29 | 9 | 11 | 0 | 0 |
| 37 | 24 | 30 | 24 | 30 | 20 | 25 | 8 | 10 | 2 | 2 |
| 38 | 10 | 12 | 21 | 26 | 19 | 24 | 17 | 21 | 11 | 14 |
| 39 | 5 | 6 | 13 | 16 | 16 | 20 | 21 | 26 | 23 | 29 |
| 40 | 25 | 32 | 28 | 35 | 8 | 10 | 16 | 20 | 1 | 1 |

TABLE IV

WHAT I LIKE AND ENJOY DOING
Posttest

N = 78

| Item Number | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Uncertain | | Disagree | | Strongly Disagree | |
| | # | % | # | % | # | % | # | % | # | % |
| 1 | 12 | 15 | 34 | 43 | 17 | 21 | 13 | 16 | 2 | 2 |
| 2 | 13 | 16 | 27 | 34 | 19 | 24 | 12 | 15 | 7 | 8 |
| 3 | 0 | 0 | 8 | 10 | 9 | 11 | 21 | 26 | 40 | 51 |
| 4 | 17 | 21 | 43 | 55 | 10 | 12 | 6 | 7 | 2 | 2 |
| 5 | 4 | 5 | 10 | 12 | 20 | 25 | 27 | 34 | 17 | 21 |
| 6 | 16 | 20 | 15 | 19 | 21 | 26 | 15 | 19 | 11 | 14 |
| 7 | 16 | 20 | 29 | 37 | 19 | 24 | 8 | 10 | 6 | 7 |
| 8 | 40 | 51 | 28 | 35 | 5 | 6 | 4 | 5 | 1 | 1 |
| 9 | 29 | 37 | 29 | 37 | 12 | 15 | 4 | 5 | 4 | 5 |

TABLE IV (Cont'd)

| Item Number | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Uncertain | | Disagree | | Strongly Disagree | |
| | # | % | # | % | # | % | # | % | # | % |
| 10 | 6 | 7 | 22 | 28 | 16 | 20 | 17 | 21 | 16 | 20 |
| 11 | 20 | 25 | 25 | 32 | 26 | 33 | 5 | 6 | 2 | 2 |
| 12 | 10 | 12 | 5 | 6 | 8 | 10 | 8 | 10 | 47 | 60 |
| 13 | 12 | 15 | 30 | 38 | 15 | 19 | 16 | 20 | 4 | 5 |
| 14 | 19 | 24 | 31 | 39 | 17 | 21 | 8 | 10 | 3 | 3 |
| 15 | 7 | 8 | 10 | 12 | 28 | 35 | 24 | 30 | 9 | 11 |
| 16 | 14 | 17 | 21 | 26 | 27 | 34 | 11 | 14 | 5 | 6 |
| 17 | 22 | 28 | 23 | 29 | 19 | 24 | 9 | 11 | 5 | 6 |
| 18 | 19 | 24 | 33 | 42 | 19 | 24 | 4 | 5 | 2 | 2 |
| 19 | 11 | 14 | 40 | 51 | 17 | 21 | 9 | 11 | 1 | 1 |
| 20 | 34 | 43 | 33 | 42 | 8 | 10 | 3 | 3 | 0 | 0 |
| 21 | 17 | 21 | 26 | 33 | 18 | 23 | 14 | 17 | 3 | 3 |
| 22 | 29 | 37 | 27 | 34 | 13 | 16 | 7 | 8 | 2 | 2 |
| 23 | 4 | 5 | 17 | 21 | 22 | 28 | 15 | 19 | 20 | 25 |
| 24 | 15 | 19 | 30 | 38 | 18 | 23 | 11 | 14 | 4 | 5 |
| 25 | 20 | 25 | 29 | 37 | 10 | 12 | 13 | 16 | 6 | 7 |
| 26 | 2 | 2 | 9 | 11 | 27 | 34 | 22 | 28 | 18 | 23 |
| 27 | 47 | 60 | 22 | 28 | 7 | 8 | 1 | 1 | 1 | 1 |
| 28 | 8 | 10 | 31 | 39 | 31 | 39 | 6 | 7 | 2 | 2 |
| 29 | 17 | 21 | 23 | 29 | 15 | 19 | 8 | 10 | 15 | 19 |
| 30 | 26 | 33 | 26 | 33 | 16 | 20 | 5 | 6 | 4 | 5 |
| 31 | 12 | 15 | 5 | 6 | 18 | 23 | 7 | 8 | 36 | 46 |
| 32 | 12 | 15 | 32 | 41 | 27 | 34 | 6 | 7 | 1 | 1 |
| 33 | 4 | 5 | 8 | 10 | 18 | 23 | 8 | 10 | 40 | 51 |

TABLE IV (Cont'd)

| Item Number | Responses | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Strongly Agree | | Agree | | Uncertain | | Disagree | | Strongly Disagree | |
| | # | % | # | % | # | % | # | % | # | % |
| 34 | 10 | 12 | 10 | 12 | 10 | 12 | 16 | 20 | 32 | 41 |
| 35 | 7 | 8 | 18 | 23 | 27 | 34 | 23 | 29 | 3 | 3 |
| 36 | 13 | 16 | 31 | 39 | 19 | 24 | 9 | 11 | 5 | 6 |
| 37 | 27 | 34 | 25 | 32 | 19 | 24 | 5 | 6 | 2 | 2 |
| 38 | 7 | 8 | 19 | 24 | 19 | 24 | 15 | 19 | 18 | 23 |
| 39 | 3 | 3 | 12 | 15 | 14 | 17 | 18 | 23 | 31 | 39 |
| 40 | 25 | 32 | 30 | 38 | 9 | 11 | 7 | 8 | 7 | 8 |

For response analysis, the five-point response scale was reduced to three by grouping the strongly agree and agree categories and the disagree and strongly disagree categories. This produced an agree, uncertain, disagree response range. From the previous tables of pre and post responses, the items receiving the smallest (25% or less) number of agreement responses on the pretest were items three, five, 15, 26, 33, and 39. On the posttest, those items receiving the smallest (25% or less) number of agreement responses were items three, five, 12, 15, 26, 31, 33, 34, and 39. On the pretest, five of the six items were related to either opera or music, and the sixth was related to art. On the posttest, the same five items related to opera or music appeared again, and the same item related to art received the least amount of agreement. In addition three other items related to ballet or dance also received the same small degree of agreement.

Those items on the pretest receiving the largest (75% or more) amount of agreement were items two, four, eight, 18, 20, and 27. On the

posttest, five of the same items received the same degree of agreement. Only item 18 had less than 75% agreement on the posttest. Of these six items, one was related to music; one related to art; one related to history; and the other three were related to reading, listening, or watching.

A chi square analysis was performed on pretest-posttest response frequencies for each of the 40 items. Significant differences in response frequencies ($p < .05$) were found on only four of the 40 items. The following table shows the chi square results on those four items.

TABLE V

CHI SQUARE RESULTS ON INTEREST AND ATTITUDE INSTRUMENT

| Item Number | | Observed Frequencies | | | |
|---|---|---|---|---|---|
| | | Agree | Uncertain | Disagree | $X^2$ |
| 3 | Pretest | 18 | 20 | 40 | 12.384 |
| | Posttest | 8 | 9 | 61 | $p < .01$ |
| 6 | Pretest | 45 | 9 | 24 | 7.458 |
| | Posttest | 31 | 21 | 26 | $p < .05$ |
| 25 | Pretest | 43 | 22 | 13 | 6.014 |
| | Posttest | 49 | 10 | 19 | $p < .05$ |
| 31 | Pretest | 27 | 7 | 44 | 7.134 |
| | Posttest | 17 | 18 | 43 | $p < .05$ |

On item three (related to opera) the response frequency changed from agreement to disagreement. Item six (related to taking music lessons) and item 31 (related to taking dancing lessons) had response

frequencies change from agreement to uncertain. An interesting thing happened with the response frequencies on item 25 (related to making maps). The change in response frequency was equally divided between agreement and disagreement from uncertain.

## School Staff Data
## Teacher Interview Responses

Three regular classroom teachers were involved in the project. Teacher reactions to the project were obtained through structured interviews with the teachers near the end of the school year. The first teacher interview question was related to the ways the teachers correlated the humanities media with that portion of United States History covered during the second semester. Teacher responses indicated that each teacher used a slightly different approach. Common to all three teachers was the review of materials and planning of incorporating project materials with the units of study. Pupils had to be instructed to use all of the machines properly in order for them to make use of all the project material on their own. Most class activities were either a presentation by the teacher, small group or committee work, or individual work. Materials related to the literature of the time being studied seemed to be, in the opinion of the teachers, the easiest materials to correlate. Correlation of materials in the music area was aided by the vocal and instrumental music teachers. Dance was related to music where possible. Art projects were related to the units of instruction and available art media were related to classroom activities. Drama activities were primarily those of the pupils' writing and acting out plays related to the period under study in particular units.

The second teacher interview question was in regard to the type of media which seemed to be the easiest to integrate in the project. Teacher responses indicated that slides, filmstrips, and filmstrips with records were the easiest devices to use. Depending on the background of the teacher art, drama, and dance media seemed to be the most difficult areas to integrate.

The next question asked of teachers was related to what the teachers considered the most effective devices used during the project. Responses included slides, filmstrips, filmstrips with records, and tape recordings near the end of the semester.

The fourth question was used to elict the teachers' opinions on how the additional media affected the pupils' understanding of the United States History covered during the semester. The teachers agreed that it was difficult to produce any tangible evidence of the progress in terms of change in understanding the material. One thing might have occurred--that being a better conception and understanding of the westward expansion of the United States.

The last point covered by the teacher interview was that of having the teacher describe what she perceived as successes and/or failures in the project. Among those things described as successes were the following: (1) pupils' understanding enhanced by using different types of materials and equipment, (2) pupils learned to operate more types of machines, (3) pupils became more aware of other sources of information, (4) pupils seemed to have a better understanding of minority groups, (5) pupils were provided more opportunity for

independent study, (6) pupils developed better ability to work individually and in small groups, (7) music correlation using the special music teacher was quite effective, and (8) pupils' interest levels remained high during the entire project. Failures were indicated as follows: (1) lack of time to plan and coordinate all the class activities which were desired, (2) difficulty in getting "meaningful" resource correlation, (3) unable to correlate all humanity areas within context of material covered in some units, and (4) time interval too short to effectively measure pupil progress or change.

Two special music teachers were involved in working with the fifth-grade pupils in the project. The instrumental music teacher had less involvement, since he met with only some of the pupils in mixed (fourth, fifth, and sixth) grade level classes two times per week for 30 minutes per session. The instrumental music teacher did indicate that he did not have time to investigate project materials to any great extent, nor did he have any way to assess the progress of the fifth-grade pupils in any specific way. He did state that there was probably more success in the project than he could realize from a limited involvement.

The vocal music teacher described her role and activities related to the project as follows: (1) previewed and listened to available media, (2) wrote a description of materials for the regular teachers to use, (3) had direct contact with each class 20 minutes per day during the project, and (4) used and listened to songs and materials that are not normally used. The vocal music teacher indicated that those pupils in the project had an overall understanding and knowledge of music which seemed to be much greater when compared to other classes without the broadened background resulting from the additional materials. The

teacher also viewed the project pupils as being more able to relate among various areas (e.g., art, music, dance, etc.). The vocal music teacher considered the planned correlation between regular and special teachers as one of the most successful aspects of the project. She also considered the lack of time in getting all available resources reviewed, previewed, and selected as one of the drawbacks of the project.

A key person in the project was the librarian. Her description of her role and involvement in the project was as follows: (1) assisted in material selection, (2) provided the teachers with lists of available material which might correlate with units in instruction, and (3) assisted pupils in the media center and promoted the usage of project materials.

The project proposal had indicated that it may be necessary to expand the present cataloging of materials. The librarian felt that the greatest expansion in regard to this project was in the realia area. There was also apparently a more specific breakdown to aid in identification of materials by states.

When asked about the value of the project for the pupils, the librarian indicated the following: (1) pupils increased their individual use of materials, (2) pupils seemed to have more confidence in using all types of media, (3) pupils seemed to be more aware of the humanities areas as they were related to the geography and/or history of a period, (4) pupils seemed to have a great interest in music, (5) pupils could operate a variety of machines on their own, and (6) the project pupils increased use of materials in the media center possibly had some

influence on other pupils using the center.

The librarian was also asked to describe what she perceived as the successes or failures in the project. Among those things perceived as successes were: (1) the correlation of music with the historical period was outstanding, (2) pupils seemed to be more aware of the literary figures and writers of the period, and (3) the teachers did a good job of correlating the media materials with the units of study. Two things which were mentioned as possible nonfulfillment were: (1) lack of materials to correlate drama and dance to history and/or geography, and (2) lack of time for all personnel to become thoroughly acquainted with the materials.

## Teacher Plan Information

Examination of teacher plans for the units covered during the semester revealed that each teacher used a slightly different approach on each unit presented. All three teachers incorporated activities which could be categorized as follows: (1) class presentation by teacher, (2) small group work, (3) individual investigation and reporting of materials, (4) individuals and/or groups reporting information, (5) class and/or small group discussion, and (6) individual or small group projects.

The teachers used different ways of incorporating the media into class activities. Some of the media were used by the teacher in presenting material to the class, while other media were suggested for individual or group work either in the classroom or in the media center. Pupils were encouraged to make use of as many varieties of media as

were available. Each new unit was handled differently by each teacher, and the teachers each handled new units differently than they had handled previous units. Pupil activity ranged from listening to the presentation by the teacher to selecting and individually investigating a topic of their own choosing.

## Media Information

The media used by the regular classroom teacher were reflected earlier as part of the pupil use of media as determined by the checklist of materials used. In addition to this the vocal music teacher used, as part of her instruction, 34 media items. Of these, 25 were disc recordings, four were song sheets, three were books, and two were filmstrips with disc recordings. Thirteen (38.2 percent) of the 34 items used were new items purchased for the project.

The role of the librarian, in terms of promoting materials and assisting pupils to become more independent in the media center, made it a nearly impossible task to accurately record frequency of usage of media items in the media center. The librarian did observe that the project pupils did use all types of media available more frequently than any group observed before.

The project budget indicated that $4,000 would be allotted for additional resources for the project. Of this $3,800 was expended on media, and $200 was expended for processing and cataloging the materials. A report regarding processing indicated that the following numbers of items were processed for the Stearman Project: (1) books - 49, (2) filmstrips - 66, (3) disc recordings - 104, (4) flat pictures - 73,

(5) tapes - 12, (6) slides - 1,367, (7) 8mm. loop films - 9, (8) transparencies - 70, and (9) realia - 21.

## Summary

Fifth grade pupils at one Wichita elementary school (Stearman) were provided an additional input of resources and materials related to the humanities area. The additional materials, as well as those resources already available, were used by both pupils and teachers in an effort to provide a broader scope of study of a period of United States history and geography.

Special services personnel (librarian and music teachers) were also involved in materials selection and project activities. The pupils and teachers utilized a considerable amount of the additional resources during the project period. Pupils' interests and attitudes were checked by a locally constructed instrument which revealed only minor changes from pretest to posttest.

The school staff involved in the project felt that the pupils became more aware of additional sources of information and that the pupils' understanding was enhanced while maintaining a high interest level. Most of the staff agreed that the music correlation was the most successful due to the involvement of the vocal music teacher. The problem of lack of sufficient time to more thoroughly examine, select, and use much of the additional media was identified by nearly all the staff involved. Most of the staff perceived the project as an overall success.

## Comments on Results

The overall goal of supporting and enriching the social studies program at the fifth grade level appeared to be reached on the basis of school staff perception. Staff reaction indicated that provision of "in-depth" correlation of all humanities areas involved was extremely difficult, especially in the area of dance.

Based on the usage of media indicated by pupil reaction forms, several types of humanities media were identified and used during the project period. The use of additional materials seemed to have little effect on the pupils' interests and attitudes as measured by the locally developed instrument. It is interesting no note, however, that three of the four items where significant changes did occur were related to music and dance, which the teachers perceived to be the most successful part of the correlation process.

Teacher perception of the pupils' increased understanding of the humanities areas related to the social studies content was the only measure applied. This perception was indicated as better pupil conception to time sequences of events.

# APPENDIX A

## What I Like and Enjoy Doing

1. I like to make up stories.
2. I enjoy learning new songs.
3. I like to listen to opera music.
4. I like learning about how states were added to the United States.
5. I enjoy listening to talks on music.
6. I would like to take music lessons.
7. I take pleasure in learning about American heroes.
8. I like reading stories.
9. I enjoy making pictures with crayons.
10. I like to write poems.
11. I enjoy making things out of pipe cleaners.
12. I would like to dance in a ballet.
13. I like to study maps.
14. I approve of learning about how our state is different from other states.
15. I like to read about famous paintings.
16. I enjoy listening to talks on how the city and state take care of people who cannot work to earn their own living.
17. I like making flowers out of paper and wire.
18. I enjoy hearing about the kinds of entertainment people had before radio, television, and movies.
19. I like learning about important people of our country.
20. I like listening to radio stories or watching stories on T.V.
21. I like learning about American Indians.
22. I enjoy mixing paints to get different colors.
23. I enjoy reciting poems with groups.

24. I enjoy hearing talks on what our city is doing to make this a better place to live.
25. I like making maps.
26. I enjoy reading about great musicians.
27. I enjoy making clay models.
28. I enjoy hearing about our lakes, mountains, and plains.
29. I like folk dancing.
30. I enjoy seeing art exhibits.
31. I would like to take dancing lessons.
32. I enjoy learning about holidays and how they got started.
33. I would enjoy going to an opera.
34. I would like to see a ballet.
35. I regard reading poems as fun.
36. I enjoy learning about people of all races and religions.
37. I enjoy making scenery for plays.
38. I enjoy going to a concert.
39. I like listening to symphony music on radio or T.V.
40. I like listening to someone reading stories.

RESEARCH AND INFORMATION SERVICES DIVISION

Name_____

Grade_____ Sex_____

School_____

Teacher_____

Date_____

IDENTIFICATION NUMBER

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Directions:

Use a #2 pencil. Do not make any stray marks on the IBM sheet.

You will receive, in addition to this sheet, a list of forty (40) statements. These statements will indicate various activities which you may or may not like to do.. You must select only one of the five responses for each statement. For each statement, you will have the same five choices. The choice you select for each statement may be taken from the following list:

SA - Strongly Agree
A - Agree
U - Uncertain
D - Disagree
SD - Strongly Disagree

Mark your choice for each statement under the proper column. The columns are headed with the letters from the above list. If you make a mark in the wrong column or row, erase thoroughly and make the mark in the correct location. Be sure to check your answer sheet when you have completed to see that you marked one item for each statement and have erased all stray marks completely.

Do not mark to the right of this line except to respond to a given statement.

| | SA | A | U | D | SD |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
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| 40 | | | | | |

## Teacher Interview Questions

1. In what ways did you attempt to correlate humanities materials and resources with the study of U.S. History?

2. What kinds or types of materials (by this I mean literature, music, art, drama, or dance) did you feel were the easiest to integrate into the study of U.S. History?

3. What kinds of media (books, loopfilms, slides, etc.) do you feel were the most effective devices in obtaining your goals of instruction?

4. How do you think the additional media affected the pupils' understanding of U.S. History?

5. Describe what you perceive as the successes or failures in the project.

## Librarian Interview Questions

1. Describe your role and involvement in the project.

2. What expansion of cataloging and retrieval system was necessary due to the additional and/or new media?

3. How valuable do you feel the project was to the pupils involved?

4. What would you describe as successes or failures as far as the project is concerned?

## Special Teacher Interview

1. Describe your role and activities as it was related to this project.

2. What did you observe in terms of pupil progress or change related to your area?

3. What do you consider the successes and failures in the project?

WICHITA PUBLIC SCHOOLS
RESEARCH AND INFORMATION SERVICES DIVISION
Stearman Project

Name_____ Date_____ Sex_____

School_____ Teacher_____

| Resources Used | Where Used | | Amount of Time Used | | | | | Purpose of Use | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Classroom | In Media Center | 0-5 Min. | 5-10 Min. | 10-15 Min. | 15-20 Min. | More than 20 min. | Assign-ment | Self-Study | Group Project | Individual Project |
| 1. Book | | | | | | | | | | | |
| 2. Reference book | | | | | | | | | | | |
| 3. Disc recording | | | | | | | | | | | |
| 4. Tape recording | | | | | | | | | | | |
| 5. Art print | | | | | | | | | | | |
| 6. 8mm. loop film | | | | | | | | | | | |
| 7. Transparency | | | | | | | | | | | |
| 8. Slides | | | | | | | | | | | |
| 9. Filmstrip | | | | | | | | | | | |
| 10. Sound filmstrip | | | | | | | | | | | |
| 11. Realia | | | | | | | | | | | |